

GUIDELINES FOR ACADEMIC APPOINTMENT AND PROMOTION

Policy Effective: September 1, 2005

A. PURPOSE

These descriptive criteria on academic appointment and promotion are intended to provide common guidelines for use college-wide in the appointment and promotion of members of the academic staff.

As part of the State University of New York, SUNY Potsdam adheres to the criteria for promotion as stated by the Board of Trustees. The College recognizes as the purpose of those criteria the establishment of a set of measures by which a faculty member's contribution to the mission of the College and to the education of students may be evaluated by the College.

In the consideration of instructional faculty for reappointment, promotion and/or other personnel actions, the College will consider effective teaching as the most important variable used for such consideration. Consequently while faculty should prepare their files to reflect excellence in all areas of the criteria, particular attention should be paid to documenting effectiveness in teaching. Such documentation may consist of student opinions/evaluations of course(s), supervisory evaluations, and/or peer on or off campus evaluations. Each department should have a process appropriate to that particular discipline for measuring effective teaching. With respect to "evidence of excellence in teaching," such supporting documentation as student opinion/evaluation of course(s), peer on or off campus review and statements of professional goals and objectives should be provided. The Office of the Provost has available a student opinion/evaluation of course(s) form for providing such supporting documentation. The College also considers advising to be an important element of teaching.

These guidelines are intended to implement the sections of the *Policies* of the State University Trustees, the *Agreement* between the State of New York and United University Professions, and such other documents as may be applicable to members of the academic staff of the College. The College will provide updated copies of all such policies or similar documents to members of the academic staff upon initial appointment and thereafter as changes may occur. In the event of any inconsistency or conflict between these guidelines and the *Policies* or the *Agreement*, the provisions of those documents shall apply. At the beginning of each academic year, the College will provide a schedule of deadlines to be observed at each step of the reappointment, promotion, or other personnel process; in extraordinary circumstances, the College and an academic employee may, by mutual agreement, extend one or more deadlines in that schedule.

B. DEFINITIONS

Certain terms defined in the *Policies* of the Board of Trustees are:

1. "Academic Staff" - The staff comprised of those persons having academic rank or qualified academic rank.

2. "Academic Rank" - Rank held by those members of the professional staff having the titles of professor, associate professor, instructor, and assistant instructor, and rank held by members of the professional staff having the titles of librarian, associate librarian, senior assistant librarian, and assistant librarian.
3. "Qualified Academic Rank" - Rank held by those members of the academic staff having titles of lecturer, or titles of academic rank preceded by the designations "clinical," "visiting," "adjunct," or other similar designations.
4. "Academic Employee" - An employee in the Professional Services Negotiating Unit with academic or qualified academic rank.
5. "Term Appointment" - An appointment for a specified period of not more than three years which shall automatically expire at the end of that period unless terminated earlier because of resignation, retirement, or termination.
6. "Continuing Appointment" - An appointment to a position of academic rank which shall not be affected by changes in such rank and shall continue until resignation, retirement, or termination. In the SUNY system, this is considered the equivalent of tenure.
7. "Service Credit" (Prior Service) - In determining eligibility for continuing appointment satisfactory full-time prior service in academic rank at any other accredited academic institution of higher education may, at the request of the appointee and in the discretion of the Chancellor, or designee, be credited as service, up to a maximum of three years, at the time of appointment at a college. Waiver of all or part of this service credit shall be granted upon written request of the employee to the chief administrative officer not later than six months after the date of initial appointment. Previous years in qualified academic rank may not be counted as prior service for the purpose of crediting time towards continuing appointment.

C. ACADEMIC APPOINTMENT AND RANK

All academic ranks (excluding qualified academic ranks) accrue time toward consideration for continuing appointment when service in such ranks is on a full-time basis, provided, however, that individuals in part-time service at the ranks of Associate Professor, Associate Librarian, Professor, and Librarian may, by mutual agreement between the College and the faculty member and upon recommendation of the appropriate subdivision of the College, have such service accrue time toward consideration for continuing appointment.

1. Instructor/Assistant Librarian

The rank of Instructor or Assistant Librarian should be used when a candidate lacks the credentials for appointment as Assistant Professor or Senior Assistant Librarian – i.e., absent a finished terminal degree, or absent minimal experience in fields traditionally requiring a terminal master's degree plus experience. The initial appointment normally should be for one year and reappointments normally for not more than one year each. Appointments for

those who need additional time to complete the terminal degree should be in qualified rank.

Qualified rank would enable faculty members sufficient time after the terminal degree but prior to the decision on continuing appointment in which to build scholarly credentials.

2. Assistant Professor/Senior Assistant Librarian

Assistant Professor or Senior Assistant Librarian is the appropriate rank for a faculty member appointed with the terminal degree or its equivalent and fewer than five years' experience. The "terminal degree" is a doctorate in most fields, but may be the master's in certain applied and studio fields.

The initial appointment is normally for one year with exceptions considered on an individual basis. Reappointments may be for a period of one, two, or three years; normally, the maximum number of years granted for a reappointment is two. This policy of one and two year reappointments is to encourage the individual and the department to review the individual's progress toward continuing the appointment on a regular basis.

3. Associate Professor/Associate Librarian

a. Appointed From the Outside Without Continuing Appointment.

Appointment as Associate Professor or Associate Librarian without continuing appointment may be appropriate for the experienced scholar, teacher, or librarian with the terminal degree or equivalent and usually with at least five years of full-time teaching or library service at the rank of Assistant Professor/Senior Assistant Librarian or equivalent elsewhere, or at least ten years of appropriate professional service (e.g., consulting engineer, business executive, certified public accountant) elsewhere. Cumulative appointments as Associate Professor/Associate Librarian without continuing appointment are limited to a maximum of three years.

b. Appointed From the Outside With Continuing Appointment.

Appointment as Associate Professor or Associate Librarian with continuing appointment is appropriate for the experienced scholar, teacher, or librarian who has held tenure elsewhere, generally for several years. Continuing appointment is recommended by the campus President and granted by the Chancellor.

4. Professor or Librarian

a. Appointed From the Outside Without Continuing Appointment.

Appointment as a Professor or Librarian without continuing appointment is appropriate for the long experienced scholar, teacher, or librarian with the terminal degree or its equivalent and usually at least five years of full-time teaching or library service at the rank of Associate Professor/Associate Librarian or their equivalents or higher rank

elsewhere. Cumulative appointments as a Professor/Librarian without continuing appointment are limited to a maximum of three years.

- b. Appointed From the Outside With Continuing Status.

Appointment as a Professor or Librarian with continuing appointment is appropriate for the long experienced scholar, teacher, or librarian who has held the rank of Professor or Librarian at a comparable institution. Continuing appointment is recommended by the campus President and granted by the Chancellor.

D. QUALIFIED ACADEMIC RANKS

Qualified ranks do not accrue time toward consideration for continuing appointment.

1. Lecturer: The Lecturer rank is an appropriate qualified academic rank for faculty not otherwise qualified for appointment to the rank of Assistant Professor/Assistant Librarian or above. The rank of Lecturer should be used for:
 - a. A member of the faculty, generally part-time, who plays an important role in the academic program and whose appointment might thus be continued on a regular basis, but whose qualifications are not appropriate for appointment as a Senior Assistant Librarian or an assistant Professor in the particular department. Such appointments are not common, but might be found, for example in the modern language department, where a native-born speaker of a language might provide particularly valuable instruction in conversation courses, or an applied department, for which the services of a particular trade or profession are essential and which are not easily provided by a regular member of that department. On-going, part-time appointments for which qualified rank is appropriate, but to which a member brings full qualifications for regular academic appointment, may be handled more appropriately with adjunct appointments, described below.
 - b. A full-time member of the faculty who is appointed with the expectation of eventual appointment to regular academic rank, but who is two or more years away from the appropriate terminal degree. Normally, no more than two one-year appointments may be granted in such cases, after which time the faculty member, if reappointed, should be appointed to academic rank, which accrues time toward consideration for continuing support.
 - c. Ordinarily a full-time or part-time member of the faculty appointed to a coaching/teaching position in the department of Health and Physical Education.
2. Visiting (Instructor, Assistant Professor, Associate Professor, Professor, Assistant Librarian, Senior Assistant Librarian, Associate Librarian, or Librarian): A visiting appointment appropriate for a full-time member of the faculty whose appointment at SUNY Potsdam is for no more than two years.

The visiting faculty member normally holds whatever academic rank was held in the primary college or university; a visiting faculty member coming from a non-academic post will be given an appointment commensurate with status and experience. This rank will be used for a full-time or part-time academic employee on a short-term appointment employed to perform all or part of a professional obligation of a regular academic employee. A common use of the visiting title is for replacement of an academic employee on leave.

3. Adjunct (Instructor, Assistant Professor, Associate Professor, Professor, Assistant Librarian, Senior Assistant Librarian, Associate Librarian, Librarian): An Adjunct appointment is appropriate for a member of the faculty whose credentials are similar to those in regular academic ranks, but whose primary employment is usually elsewhere, and whose part-time status at the College is potentially on-going as opposed to the short-term, part-time appointment more appropriately made at the Lecturer rank. Adjunct appointments may or may not be compensated. Adjunct faculty are often professionals (journalists, lawyers, architects, engineers) whose contribution to the College is enhanced by the primary external affiliation, and who may thus be regularly reappointed. Adjunct faculty may also be professional employees or management/confidential employees at the College who do not hold academic rank, but who may participate with some regularity in the teaching program. The academic rank of an adjunct appointment should be commensurate with terminal degree, experience, and status.

E. CASUAL APPOINTMENT

Appointments of persons as casual employees are of a limited nature and are not covered by contractual provisions. Such employees are given "CSL" titles, and are not in the Professional Services Negotiating Unit, not subject to agency shot fee deduction, and not entitled to negotiated salary increases or minimums. Casual employees are compensated on a biweekly, hourly, fee for service, or per diem basis, with full payment generally made during the course of the appointment. Appointment of casual faculty to "CSL" titles [e.g., Lecturer (CSL), Instructor (CSL)] must be consistent with the University guidelines.

At the completion of two out of four consecutive semesters, a faculty member who is to be reemployed will be hired on the basis of an adjunct or visiting appointment (see D.2. and D.3. above).

F. PROMOTION/REAPPOINTMENT CRITERIA

The President, after consideration of recommendations from personal committees and other appropriate sources, may promote or reappoint such persons as are in the judgment of the President best qualified. Completion of a minimum period of service with the College may be a consideration but shall not be a qualification for promotion.

Recommendations of academic employees may include, but shall not be limited to, consideration of the following:

1. Mastery of subject matter- as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.

2. Effectiveness in teaching- as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation. **As appropriate, effective teaching is the most important of the criteria for personnel evaluation at SUNY Potsdam.**

With respect to effectiveness in teaching, such supporting documentation as student opinion/ evaluation of course(s), peer on or off campus review and statements of professional goals and objectives should be provided. Advising should also be included as an important element of teaching. The office of the Provost has available a student opinion/evaluation of course(s) forms for providing such supporting documentation.

3. Scholarly ability- as demonstrated by such things as success in developing and carrying out significant research work in the subject matter field, contribution to the arts, publications and reputation among colleagues.

The definition of, and requirements for, scholarship can be expanded beyond the traditional concept of original research. In Ernest L. Boyer's *Scholarship Reconsidered*, (Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990) now considered the foundation work on the subject, the head of the Carnegie Foundation, and former SUNY Chancellor, calls for "a broader, more capacious meaning" for scholarship. Boyer describes "four separate, yet overlapping functions" constituting the "work of the professoriate."

The *scholarship of discovery* is disciplined investigation closest to the traditional meaning of research. The emphasis is on discovery of new knowledge. Those engaged in discovery ask, "What is to be known, what is yet to be found?"

The *scholarship of integration* gives meaning to isolated facts, putting them in perspective. Closely related to the discovery, the scholarship of integration is about "making connections across disciplines." It involves "fitting one's own research—or the research of others—into larger intellectual patterns." Those engaged in integration ask, "What do the findings mean?"

The *scholarship of application* is about serving the "interests of the larger community." Distinguished from mere citizenship, the scholarship of application is not just about doing good. "To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and grow directly out of, this professional activity." It applies to, as well as, contributes to, human knowledge. Those engaged in application ask, "How can knowledge be responsibly applied to consequential problems? ... How can it be helpful to individuals as well as institutions? ... Can social problems themselves define an agenda for scholarly investigation?"

The *scholarship of teaching* recognizes that teaching is not a "routine function, tacked on, something almost anyone can do." It recognizes that knowing and learning are communal acts. "Great teachers create a common ground of intellectual commitment. They stimulate active, not passive learning and encourage students to be critical, creative thinkers, with the capacity to go on

learning after their college days are over.” The scholarship of teaching requires that pedagogical procedures be “carefully planned, continuously examined, and relate directly to the subject taught.” And teaching at its best also means “not only transmitting knowledge, but ‘transforming’ and ‘extending’ it as well. Faculty are pushed in creative new directions.”

The College believes that the scholarship of teaching also may involve students, by including students in research projects.

While evidence of scholarly productivity need not require extensive publications, and special consideration may, as indicated above, be given to the most senior faculty, evidence of scholarly activity must extend beyond the classroom to include peer on or off campus review. Peer review should include publications and presentation beyond the campus, in regional and national forums, but may in exceptional circumstances, with special consideration to the most senior faculty, include presentation to a campus audience.

4. Effectiveness of university service- for example, as demonstrated by such things as college and university public service, committee work, administrative work and work with students or the community in addition to formal teacher-student relationships.
5. Continuing growth- as demonstrated by such things as reading, research, or other activities to keep abreast of current developments in the academic employee’s fields and being able to handle successfully increased responsibility.

G. PROMOTIONS

1. Instructor to Assistant Professor: Promotion to Assistant Professor requires evidence of excellence in teaching and promise as a scholar. An academic employee who is appointed at the rank of Instructor prior to the completion of a terminal degree in the appropriate discipline will receive promotion to the rank of Assistant Professor effective on the first day of the semester following the receipt by Human Resources of verification of the completion of the terminal degree, upon recommendation of the department.
2. Assistant Professor to Associate Professor: Promotion to Associate Professor requires both a high and consistent level of performance based on the Trustees’ *Policies* criteria. More specifically, the candidate should hold the terminal degree appropriate to the academic discipline or possess professional qualifications in the field equivalent to the terminal degree. To be promoted to Associate Professor requires evidence of excellence in teaching, substantial university service, and continuing scholarly productivity as demonstrated by publications in scholarly journals, presentation of papers at conferences, performances of the faculty member’s work, or other comparable work appropriate to the mission of the College.

Recommendation for promotion to Associate Professor and for continuing appointment will normally take place within the same cycle of departmental, faculty, and administrative considerations. Although the Trustees’ *Policies* do

not permit continuing appointment being made contingent upon promotion to Associate Professor, or vice versa (these are two separate and distinct recommendations), a recommendation for one substantially reinforces a recommendation for the other.

3. Associate Professor to Professor: Promotion to Professor indicates very substantial and sustained performance on all of the Trustees' criteria. Of particular importance to teaching faculty is the possession of a record of sustained teaching excellence and continuing scholarly productivity as demonstrated by publications in scholarly journals, presentation of papers at conferences, performances of the faculty member's work, or other comparable work appropriate the mission of the College.

The College does not believe that a faculty member who cannot demonstrate clear, reliable, and consistent evidence of excellence in teaching should be promoted to Professor. Excellence in teaching should be the sine qua non of promotion to Professor.

The absence of an earned doctorate should not in and of itself preclude promotion to full Professor. Faculty who, over an extended career of perhaps 20 or more years, have demonstrated scholarly and/or creative productivity of major regional or national significance (e.g. a major novel, numerous award-winning art works invited for national-level exhibit, guest performances within the region) may appropriately be considered.

Similarly, faculty with the doctorate, many years of service, and documented excellence in teaching, but without major scholarly productivity, should not be precluded from consideration for promotion to full Professor. Length of service, in itself, is not a qualification for promotion.

4. Assistant to Senior Assistant Librarian: Promotion to Senior Assistant Librarian requires evidence of excellence in librarianship and promise as a scholar.
5. Senior Assistant Librarian to Associate Librarian: Promotion to Associate Librarian requires both a high and consistent level of performance based on the Trustees' criteria. More specifically, the candidate should hold the terminal degree appropriate to the academic discipline or possess professional qualifications in the field equivalent to the terminal degree. To be promoted to Associate Librarian requires evidence of excellence in librarianship, consistent scholarship, substantial university service and an established outstanding record in either scholarship or service.

Recommendation for promotion to Associate Librarian and for continuing appointment will normally take place within the same cycle of departmental, faculty, and administrative considerations. Although the Trustees do not permit continuing appointment being made contingent upon promotion to Associate Librarian, or vice versa (these are two separate and distinct recommendations), a recommendation for one substantially reinforces a recommendation for the other. With respect to "evidence of excellence in librarianship," such supporting documentation as peer on or off campus

review, an assessment by the library director, evidence of growth in nature, scope, and complexity of job responsibilities, and a professional self-evaluation and growth plan should be provided.

With regard to librarianship, scholarship, service and all other criteria stated or unstated at each stage of the reappointment process, library faculty without continuing appointment should be informed of any deficiencies with, at the time of review for each reappointment, are apparent to the reviewing person or group. While deficiencies could become apparent late in the cycle of reappointments leading to the continuing appointment decision, such instances should be in the exception.

6. Associate Librarian to Librarian: Promotion to Librarian indicates very substantial and sustained performance on all of the Trustees' criteria. Of particular importance to library faculty is the possession of a record of sustained excellence in librarianship and continuing scholarly productivity as demonstrated by publications in scholarly journals, presentation of papers at conferences, or other comparable work appropriate to the mission of the College.

H. PROCEDURES FOR PERSONNEL DECISIONS

The President of the College, after seeking consultation, may appoint, promote, reappoint, or recommend to the Chancellor for appointment or reappointment such persons as are, in the judgment of the President, best qualified. Such appointments shall be consistent with the operating requirements of the College. The term "consultation" means consideration of recommendations of academic or professional employees, including the committees, if any, of the appropriate department of professional area, and other appropriate sources in connection with appointment or reappointment of a specified employee. Normally, such consultation consists of consideration of the recommendation of the employee's (as appropriate) Department, Chair, Dean, and Vice President.

Criteria

Candidates for continuing appointments, renewal of term appointments, promotions, discretionary salary adjustments and other personnel actions are strongly advised to compile evidence of effectiveness in teaching.

Recommendations for continuing appointments, renewal of term appointments, promotions, discretionary salary adjustments and other personnel actions may include, but are not limited to, consideration of the criteria listed in this document. In particular, candidates for the above personnel actions are strongly advised to compile evidence of effectiveness in teaching.

Local Guidelines

The standard form, "Personnel Action: Academic Employee," is to be used for all reappointments, continuing appointments and promotions. The following guidelines are intended to assist employees and their evaluations in assembling the required dossiers.

1. In addition to a listing of all publications and other creative work in an up-to-date curriculum vita, the dossier should include copies of all major publications, representative examples of work in progress, and other relevant materials.
2. When listing college committees and other pertinent activities, the curriculum vitae should include relevant dates.
3. The form stipulates that the report of the initial (first stage) academic review should include “evidence of teaching ability, scholarly competence, relations with students, service to colleagues, research activity, other service to the University, etc.” The operative word here is “evidence.” The dossier should include all of the basic information and materials that went into the initial academic review. Under normal circumstances, these materials should include letters, testimonials, and other evidence from inside the department or from other parts of the College or beyond, addressing the candidate’s competence and service.
4. Evidence of teaching ability should be sufficiently comprehensive to afford an overview of the breadth of subject matter taught by the candidate and his or her competence in teaching it. It may consist of testimonials from students, the results of surveys or questionnaires administered according to the procedures contained in this document, reports from the colleagues, or any other suitable material. In the case of surveys, a copy of the questionnaire or instrument should be included and the size of the return should be indicated. In the case of testimonials from students, the testimonials should indicate which course(s) the students took with the candidate. Academic employees who are not candidates for any personnel action are strongly encouraged to use a student opinion/evaluation of course(s) form in accord with the Student Opinion/Evaluation of Course(s) Policy and Procedures described herein.
5. Evidence of teaching ability might also include, but should not be limited to, syllabi and other materials generated in courses.
6. All applicants must be accompanied by a letter from the chair of the department explaining the department’s overall plans, its teaching and advising needs, and the anticipated role of the candidate in satisfying these plans and needs. This letter should be accompanied by a similar letter from the dean or the dean’s designee explaining how the candidate will contribute to the overall program and mission of the school, including the candidate’s contribution to general education. The dean should also forward an up-to-date Academic Faculty Information Form and any earlier form(s) covering the period since the last personnel action.
7. In the case of term appointments, departments and deans may indicate the length of the renewal that they would prefer. Normally reappointments are for a term of one or two years.
8. At all stages in the reappointment process, the College reserves the right to request additional information from the candidate or from the candidate’s

department, or from other departments or qualified individuals on or off campus. In all such instances, the candidate will be notified and will be given an opportunity to respond in writing to all documents and all appraisals so acquired.

9. With regard to teaching, scholarship, service, and all other criteria, at each stage of the reappointment process faculty without continuing appointment should be informed of any deficiencies, which, at the time of review for reappointment, are apparent to the reviewing person or group. While deficiencies should become apparent late in the cycle of reappointments leading to the continuing appointment decision, such instances should be exceptions.
10. Regular assessment using the criteria in this document is essential. It is not unreasonable for untenured faculty members who have not been informed of any deficiencies during prior personnel action reviews to assume that they are making normal progress and, when the time comes for the decision to be made on continuing appointment, that they would receive a positive recommendation from the department.
11. Where there is a potential conflict of interest or the appearance of a conflict of interest because of a spousal, kinship, or similar relationship, an individual is expected to abstain from voting or otherwise participating in a personnel recommendation at any stage of the process.

Student Opinion/Evaluation of Course(s) Policy and Procedures

SUNY-Potsdam maintains a student opinion/evaluation of course(s) policy and procedure designed to foster continuous improvement in teaching effectiveness, thereby

- (a) providing students with the best possible educational experience; and
- (b) enhancing the likelihood of positive personnel decisions for academic employees.

Policy and Procedures for student opinion/evaluation of course(s):

1. Student opinion/evaluations of course(s) are the property of the academic employee. The College will release them to the academic employee who is the instructor of record, only after the final grades for the course(s) are submitted.
2. Student opinion/evaluation of course(s) serve two purposes: (1) formative, to provide constructive feedback to the academic employee and (2) summative, as evidence of the teaching effectiveness criterion for personnel actions such as reappointment, promotion, and/or continuing appointment consideration.

All academic employees who are candidates for personnel action (e.g. reappointment, continuing appointment, promotion) without continuing appointment (including visiting and adjunct faculty members) need to provide the best evidence of teaching effectiveness available, which includes student opinions/evaluations of course(s) and which cover the time duration presented for personnel review. (See Section H. 4) The intent and goal is to provide

sufficiently comprehensive evidentiary documentation from multiple sources and perspectives to afford an overview of the breadth of subject matter taught by the candidate and his or her competence in teaching it. Academic employees are encouraged to solicit student opinion/evaluations of course(s) using the SUNY Potsdam form, the Crane School of Music form, or another form approved by the College for every course taught each semester. Student opinion/evaluation of course(s) forms available on Blackboard or other computer software may be substituted for forms administered in class at such time as the Blackboard or other computer software is modified to prevent academic employees from reviewing results until the day after final grades are submitted.

3. Academic employees with continuing appointment who request promotion are required to provide evidence of teaching, effectiveness, including student opinion/evaluation of course(s) from at least the prior three years of teaching.
4. The evidence of teaching effectiveness presented will be considered with the evidentiary data from other criteria (See Section F) during the College's personnel procedures for reappointment, continuing appointment, and promotion considerations. Academic employees may request that their colleagues, department chair or dean review their evidence of teaching effectiveness at any time. In addition, the College may require submission of student opinions/evaluations of course(s) from academic employees during considerations for personnel actions, such as discretionary salary review, where an academic employee's performance may be a relevant consideration.
5. At times other than when under consideration for personnel actions, academic employees with continuing appointment are strongly encouraged to solicit student opinions/evaluations of courses for formative purposes. Academic employees with continuing appointment who choose to solicit student opinions/evaluations of courses may use the procedures provided in Section H. 4 or whatever form they find most useful for continuous professional development purposes. Academic employees are also strongly encouraged to seek other forms of evidence of teaching effectiveness, such as inviting academic colleagues, including academic administrators, to observe their teaching in a class or classes.
6. Student opinion/evaluation of course(s) forms from academic employees with qualified academic rank (such as lecturer, adjunct, visiting, etc) shall be reviewed in accordance with College policies.
7. When submitting student opinion/evaluation of course(s) for any personnel action candidates should consider and comply with Section H. 4 of this document.

Procedure for collection and secure storage of student opinion/evaluation of courses:

1. At a scheduled class meeting during the final two weeks of classes, the academic employee will provide the appropriate student opinion/evaluation of course forms and an envelope (See Section H. 4) and allocate at least 15

minutes for students to complete the student opinion/evaluation of course(s) form. Prior to designating a proctor or distributing materials the academic employee should write her/his name and the course number on the envelope.

2. The academic employee should designate a student proctor. The academic employee should then leave the room. The proctor should distribute the forms and read the following directions.

- a. ***Please complete the form provided to record your opinion/evaluation of this course.***
- b. ***Please read the directions on the student opinion/evaluation of course(s) form.***
- c. ***Please take these student opinion/evaluation of course(s) forms seriously, as they may be used for purposes of curriculum and course assessment and revision, as well as personnel evaluation.***
- d. ***These student opinion/evaluation of course(s) forms will not be released by the College to the faculty member until after final grades are submitted to the Registrar's Office.***
- e. ***The proctor should then collect completed and uncompleted forms, seal them in the envelope, and take them to the administrative office designated on the student opinion/evaluation of course(s) instruction page.***

3. The College will provide computerized processing if required. Processed forms and those not requiring processing will be secured in locked storage in sealed envelopes at the designated administrative office until the final day for submitting course grades to the Registrar. The individual academic employee may pick up the forms at the office after that date. For reasons of security, privacy and confidentiality, forms will not be returned through campus mail or left in the mailroom or any other unsecured storage space. Security in locked storage is the responsibility of the College until the material is accepted by the academic employee.

I. PROVOST'S ADVISORY COMMITTEE

In the event that there is concern over a reappointment or promotion recommendation, after a recommendation of the Dean (or equivalent administrative officer), the Provost with the written concurrence of the faculty member or the faculty member may request that a Provost's Advisory Committee be established. This ad hoc committee will be made up of three members of the voting faculty at the College. The Provost and the employee shall each designate a member to serve on the Committee. The third member shall be selected by the two designated members and other appropriate individuals shall serve as chair.

The Committee shall review the recommendations and shall report its recommendations to the Provost and the faculty member.

Following receipt of the Committee's recommendations, the Provost shall take such action as may be deemed appropriate and shall notify, in writing the employee, the ad hoc committee, and the College President.

These revised Guidelines for Academic Appointment and Promotion are designed for use college-wide in the appointment and promotion of members of the academic staff. These guidelines were established after discussions as part of a cooperative effort between management and the College' UUP Chapter.

Questions may be addressed to Mary Dolan, Director of Human Resources, at extension 4816.